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EDU 262

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**Essential Belief Statement**

Numerous people have had an influence on my life, some good and some bad, but it was the teachers during my education who have led down the path I am on now; the path of becoming a teacher. I have had experiences in the classroom on both ends of the spectrum. Experiences with teachers that actually drove me away from the subject that they were instructing and other experiences where teachers truly increased my interest in that subject just by the way they portrayed enthusiasm during their class. In my class, I want students to become motivated and intrigued by science. When I was in middle school, it was the science teacher’s I had for three years who helped me grow to love the subject of science. I want to present that same type of enthusiasm about science so that students look forward to coming to my class each day. I want to be that teacher, I want to inspire students that same way teachers inspired me.

Teaching science has been and still is exactly what I want to do, but I also want to be more than that to my students. I want them to feel like I am someone who they can look up to, and who is there for them if needed. Although my job title will be a science teacher, I want to provide students with lifelong lessons as I help them develop and grow into successful confident young adults. The content will always be covered in my classes, but more importantly I want my students to learn to become self efficient thinkers who are able to solve problems for themselves both, in and out of the classroom.

There are a couple specific reasons why I have a desire to work with young adults at the middle school level. The first is because of the experience I had during my high school peer helping courses. At my high school, I had the opportunity to work one on one with a student two different years as a requirement of my peer helping one and two courses. During my first year peer helping at the middle school, I worked with a young sixth grade male. It was a learning experience for me, but it was truly a great experience, one which I believe influenced me into becoming a teacher in the first place. Since I had such a positive experience in the peer helping one course, I decided to enroll in the peer helping two course which starts up right where peer helping one ended. I was a year older, a year wiser, and this time the student which I was assigned to work with during my time at the middle school was an eighth grade trouble maker. I worked with this young adolescent twice a week for the semester, and I know that I learned just as much from him as he did from spending time with me. Sometimes we would simply work on homework that he may have had, but at other times we would get into deep conversation about how things were going. After having the chance to hear these students while they were experiencing middle school, I took a step back and said wow. Wow because they are really going through an exciting but scary time in their lives. I obviously had made it through those years, but it was so much different hearing experiences that occurred through someone else’s eyes. After completing two courses of peer helping which I worked in the middle school; I knew I wanted to work with adolescents because I feel I would be able to address not only their in class learning needs, but also their out of class developmental needs.

The number one thing that I remember about middle school experiences was the freedom. I was finally out of elementary school, and it was the big show now. We didn’t have to sit in class with the same teacher day in and day out, we now had a handful of teachers and actually got to move from class to class without having a bathroom pass in hand. I really enjoyed all the social times with friends outside of class time. We no longer had recess, it was now called break time where we could get a snack if we wanted. I was no longer waiting for the bus in the morning because that was not the cool thing to do; my parents obviously had to drop me off. Instead of finding a couple pals to play with on the weekends, I now was getting ready for the Friday night dances where all the girls would be. I remember some of the things I learned in my classes during middle school, but what I remember most are all the extracurricular activities. I remember the practices and road trips with teammates, and I also remember how excited I would always get before winter carnival and spring fling. I remember my middle school experience as being a time for social growth. A time where I began to figure out whom I was and who I wanted to surround myself around.

When I begin my teaching profession, especially if it is at the middle school level, I will use all of my schooling experiences in order to create an effective learning environment for young adolescents. I will take my first hand experiences of when I was in school and combine them with the all of the knowledge I have gained during the rest of my educational opportunities. I know that all teachers must follow the close guide lines of the Maine Learning Results when creating curriculum and teaching lessons to students, but I also have developed a great appreciation for all the other things young adolescents are struggling with each day as well. I want to be a teacher that is not only appreciated for his enthusiasm and motivation in the classroom, but a teacher who understands and is always there for his students no matter what the problem may be.